

# Number One, Honey Buns

## Created in 2012 by:

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**Answers 01-20 / Essay #1:**

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**Answers 21-40 / Essay #2:**

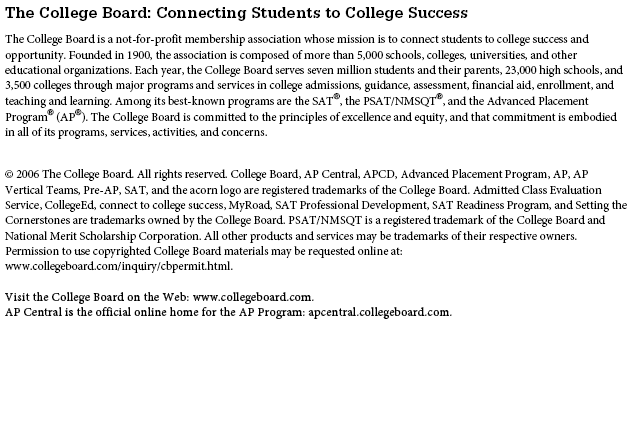
Dong Kim

**Answers 41-60 / Essay #3:**

Joseph Lee

**Answers 61-80 / Essay #4:**

Julian Lang



### UNITED STATES HISTORY

### SECTION I

Time – 55 minutes

80 Questions

**Directions:** Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding oval on the answer sheet.

1. By the 1770s which of the following issues helped bring about a crisis of imperial authority?

A. trade restrictions

B. slavery.

C. few colonists clung to any hope of accommodation with Great Britain.

D. the coronation of a new king.

E. the rise to power of radical patriots in the American colonies.

1. The *coureurs de bois* were

A. French soldiers.

B. French boatmen.

C. Catholic priests.

D. French farmers.

E. French fur trappers.

1. The Bill of Rights was intended to protect against the potential tyranny of \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A. the prerogatives of Congress, the president

B. the army and the navy, the national government

C. the South, the northern majority

D. individual liberties, a strong central government

E. civilian authorities, the military

1. In the 1820s and 1830s one issue that

greatly raised the political stakes was

A. economic prosperity.

B. the Peggy Eaton affair.

C. a lessening of political party organizations.

D. the demise of the Whig Party.

E. slavery.

1. Harriet Tubman gained fame

A. by helping slaves to escape to Canada.

B. in the gold fields of California.

C. as an African-American antislavery novelist.

D. as an advocate of the Fugitive Slave Law.

E. by urging white women to oppose slavery.

1. The tremendously rapid growth of

American cities in the post-Civil War

decades was

A. uniquely American.

B. fueled by an agricultural system

suffering from poor production

levels.

C. attributable to the closing of the

frontier.

D. a trend that affected Europe as well.

E. a result of natural reproduction.

1. When Filipinos came to the United

States, they worked mainly as

1. chefs.
2. railroad laborers.
3. servants in the navy.
4. industrial laborers.
5. agricultural laborers
6. A major cause of the Great Depression

was

* 1. the stock market crash.
  2. the inability of wages to keep pace with production increases.
  3. reliance upon a single metallic base for currency.
  4. the inability of production to keep pace with wage increases.
  5. federal budget increases during the New Deal.

1. Which of the following is an idea of

Woodrow Wilson's that came to be an

accepted part of the

United States foreign policy after 1945?

* 1. Non-recognition of revolutionary governments will lead to the downfall of such offensive governments.
  2. The security of the United States is best preserved through collective security.
  3. Isolation has kept us out of past European wars and will keep us out of future European wars.
  4. The World Court is the best forum to settle international disputes.
  5. Arbitration treaties between nations provide a much needed period for tempers to cool.

1. The first English attempt at colonization was in

A. Newfoundland.

B. St. Augustine.

C. Jamestown.

D. Roanoke Island.

E. Massachusetts Bay.

1. The Proclamation of 1763 was issued mainly to

A. oppress the colonists.

B. punish the Indians.

C. show the power of Parliament.

D. allow western settlement by the colonists.

E. work out a fair settlement of the Indian problem.

1. During its first quarter-century as a nation, one of the major problems facing America was

A. the rivalry and warfare between France and Britain.

B. a lack of good political leadership.

C. the continued fighting between the United States and the Armed Neutrality League.

D. Indian affairs.

E. separation of church and state.

1. By the 1840s voter participation in the

presidential election reached

A. nearly 50 percent.

B. 25 percent.

C. 40 percent.

D. 15 percent.

E. nearly 80 percent.

1. John C. Calhoun’s plan to protect the

South and slavery involved

A. a constitutional amendment permanently guaranteeing equal numbers of slave and free states.

B. southern secession from the Union.

C. support of Henry Clay’s proposed concessions by both the North and the South.

D. repealing the president’s veto power.

E. the election of two presidents, one from the North and one from the South.

1. The New Immigrants who came to the

United States after 1880

A. had experience with democratic

governments.

B. were numerous but never constituted

a majority of the immigrants in any

given year.

C. were culturally different from

previous immigrants.

D. received a warm welcome from the

Old Immigrants.

E. represented nonwhite racial groups.

1. America’s initial Open Door policy was

essentially an argument for

1. free trade.
2. spheres of influence.
3. military occupation.
4. exclusive trade concessions.
5. the principle of self-determination.
6. American foreign policy toward Europe during the 1920's was characterized by a
7. willingness to forgive and forget the World War I debts owed to the U.S. government by former allies.
8. desire to lead and dominate the League of Nations.
9. trend toward isolationism, except for a willingness to enter into a treaty to curtail a naval arms race.
10. refusal to participate in the League of Nations but a willingness to join the World Court and abide by its decisions.
11. want for a closer relationship with former enemies.
12. Between 1954 and 1961, the Eisenhower

administration's policy toward South

Vietnam can be characterized as one that

* 1. supported any leadership that would allow American business interests access to the region's natural resources.
  2. supported the country's Buddhist leaders as opposed to the Christian leaders.
  3. always supported the pro-democratic leadership.
  4. propped up a corrupt and unpopular, anti-Communist dictatorship in order to contain the spread of communism in Southeast Asia.
  5. allowed communism to flourish in the area.

1. Most immigrants to the Chesapeake colonies in the seventeenth century came as

A. indentured servants.

B. slaves from Africa.

C. yeomen farmers.

D. urban artisans.

E. refugees from civil war in Europe.

1. Colonists objected to the Stamp Act because

A. it was a very expensive tax.

B. they believed it could not be repealed.

C. Parliament passed the tax, not the colonists.

D. they opposed all taxes.

E. they wanted their independence.

1. The Sedition Act

A. threatened First Amendment freedoms.

B. established criteria for deporting dangerous foreigners.

C. changed naturalization requirements for new citizens.

D. was never enforced.

E. was found by the Supreme Court to be unconstitutional.

1. The House of Representatives decided

the 1824 presidential election when

A. no candidate received a majority of the vote in the Electoral College.

B. William Crawford suffered a stroke and was forced to drop out of the race.

C. the House was forced to do so by “King Caucus.”

D. Henry Clay, as Speaker of the House, made the request.

E. widespread voter fraud was discovered.

1. Confederate batteries fired on Fort

Sumter when it was learned that

A. Lincoln had ordered the fort reinforced with federal troops.

B. Lincoln had ordered supplies sent to the fort.

C. the fort’s commander was planning to evacuate his troops secretly from the fort.

D. Lincoln had called for seventy-five thousand militia troops to form a voluntary Union army.

E. southern support for secession was weakening.

1. Most Italian immigrants to the United

States between 1880 and 1920 came to

escape

A. political oppression.

B. famine.

C. the political disintegration of their

country.

D. the military draft.

E. the poverty and slow modernization

of southern Italy.

1. Teddy Roosevelt received the

Republican vice-presidential nomination

in 1900 mainly because

1. his progressivism balanced McKinley’s conservatism.
2. the nomination would remove him from the governorship of New York.
3. his presence on the ticket would appeal to western voters.
4. Mark Hanna supported his candidacy.
5. his personal warmth balanced McKinley’s aloofness.
6. Which of the following was NOT a

reason given by President Roosevelt in

his attempt to “pack” the Supreme

Court?

* 1. He believed he had a mandate after the 1936 election.
  2. Most Supreme Court justices were interpreting the constitution too broadly.
  3. He wanted to ease the work load of the Court's older members.
  4. Most of the Supreme Court justices were conservative.
  5. The Court was declaring too many New Deal programs unconstitutional.

1. All of the following events took place

during the Kennedy administration

EXCEPT

* 1. the Bay of Pigs invasion.
  2. the building of the Berlin Wall.
  3. a limited test ban treaty signed by the US, the USSR, and Great Britain.
  4. the Cuban Missile Crisis.
  5. the U-2 Incident.

1. As commander of America’s Revolutionary army, George Washington exhibited all of the following traits *except*

A. moral force.

B. courage.

C. a sense of justice.

D. a great military mind.

E. patience.

1. Thomas Jefferson saw his election and his mission as president to include all of the following except
2. to return to the original spirit of the revolution.
3. to restore the republican experiment.
4. check the growth of the republican experiment.
5. halt the decay of virtue.
6. support the establishment of a strong army.
7. The greatest of the revival preachers of

the Second Great Awakening was

A. Joseph Smith.

B. Horace Greeley.

C. Carl Schurz.

D. Charles G. Finney.

E. Angelina Grimke.

1. Napoleon III’s attempt to install

Maximilian on the Mexican throne was a

clear violation of

A. French neutrality.

B. the Rush-Bagot agreement.

C. Spanish sovereignty.

D. the Monroe Doctrine.

E. Pan-American treaties.

1. A “bird of passage” was an immigrant

who

A. came to the United States to live

permanently.

B. only passed through America on his

or her way to Canada.

C. was unmarried.

D. came to America to work for a short

time and then returned to Europe.

E. flew from job to job.

1. As a vice-presidential candidate in 1900,

Teddy Roosevelt appealed especially to

1. the wealthy.
2. easterners.
3. conservative Republicans.
4. midwesterners.
5. former Populists.
6. During the period of the New Deal, the

program of organized labor was most

successful in

* 1. unifying the labor movement.
  2. restoring full employment to the economy.
  3. removing obstacles to unionization.
  4. securing a nationwide system of worker's compensation.
  5. safeguarding unions from authoritarian control.

1. The “hot line” and the nuclear test ban

treaty were attempts to

* 1. reduce tensions between the United States and the Soviet Union.
  2. contain Soviet power.
  3. create a new alliance between the United States and the Soviet Union.
  4. contain Chinese communism from spreading throughout Southeast Asia.
  5. intimidate the newly recovered Germany from attacking the U.S. or U.S.S.R.

1. Thomas Paine argued that all government officials

A. were corrupt.

B. should derive their authority from popular consent.

C. should be part of a “natural aristocracy.”

D. need not listen to the voice of the uneducated.

E. should not be paid for their service.

1. The case of *Marbury* v. *Madison* involved the question of who had the right to

A. commit the United States to entangling alliances.

B. impeach federal officers for “high crimes and misdemeanors.”

C. declare an act of Congress unconstitutional.

D. purchase foreign territory for the United States.

E. appoint Supreme Court justices.

1. Neal Dow sponsored the Maine Law of

1851, which called for

A. the abolition of capital punishment.

B. a ban on war.

C. a ban on polygamy.

D. woman suffrage.

E. a ban on the manufacture and sale of intoxicating liquor.

1. Lincoln hoped that a Union victory at

Bull Run would

A. lead to the capture of the Confederate capital at Richmond.

B. bring an end to slavery.

C. destroy the economy of the South.

D. pull the Border states out of the Confederacy.

E. all of the above.

1. In post-Civil War America, Indians

surrendered their lands only when they

A. chose to migrate farther west.

B. received solemn promises from the

government that they would be left

alone and provided with supplies.

C. lost their mobility as the whites

killed their horses.

D. were allowed to control the supply of

food and other staples to the

reservations.

E. traded land for rifles and blankets.

1. As one progressive explained, the “real

heart” of the progressive movement was

to

1. preserve world peace.
2. use the government as an agency of human welfare.
3. ensure the Jeffersonian style of government.
4. reinstate the policy of laissez-faire.
5. to promote economic and social equality.
6. Which of the following was agreed to at

the Yalta Conference (1945)?

* 1. the invasion of Sicily.
  2. the establishment of a Council of Foreign Ministers to draft peace treaties.
  3. a commitment to open a second front in France.
  4. an agreement to divide Germany into four military zones.
  5. the Soviet Union agreed to enter the war against Japan once Germany was defeated.

1. The Watergate scandal grew out of the

efforts of Nixon's confidant's to

* 1. control all new appointments for the Supreme Court.
  2. tighten the security against leaks to reporters on the Washington Post.
  3. arrest the growing influence and power of Secretary of State Henry Kissinger.
  4. assure the re-election of Nixon in 1972.
  5. control inflation in the United States during the early 1970's.

1. A major strength of the Articles of Confederation was its

A. control over interstate commerce.

B. strong judicial branch.

C. presentation of the ideal of a united nation.

D. ability to coin money.

E. strong executive branch.

1. Lewis and Clark’s expedition through the Louisiana Purchase territory yielded all of the following *except*

A. a rich harvest of scientific observations.

B. treaties with several Indian nations.

C. maps.

D. hair-raising adventure stories.

E. knowledge of the Indians of the

region.

1. According to John Humphrey Noyes,

the key to happiness is

A. acceptance of a sinful mankind.

B. the suppression of selfishness.

C. the abandonment of “complex”

marriages.

D. a rejection of Bible communism.

E. political reform.

1. One of the key developments enabling

the Union to stop the Confederate thrust

into the North at Antietam was

A. Europe’s refusal to help the South before the battle.

B. the Union’s discovery of Robert E. Lee’s battle plans.

C. Lincoln’s removal of General McClellan from his command.

D. the use of the new repeating rifle for the first time.

E. the death of Stonewall Jackson during the battle.

1. The Plains Indians were finally forced to

surrender

A. by their constant intertribal warfare.

B. when they settled on reservations.

C. after such famous leaders as

Geronimo and Sitting Bull were

killed.

D. when the army began using artillery

against them.

E. by the virtual extermination of the

buffalo.

1. Progressives, who were among the

strongest critics of injustice in early-

twentieth-century America, received much of their inspiration from

1. the Federalists.
2. the Greenback Labor party and the Populists.
3. foreign nations.
4. progressive theorists, like Jacob Riis.
5. social Darwinists.
6. The increase in the number of Mexican

Americans employed in the United

States during the

early 1940's resulted from

* 1. wartime labor shortages.
  2. better relations between them and the Anglo-American population.
  3. better living conditions in the cities.
  4. large-scale government programs to reduce discrimination.
  5. a failed communist revolution in Mexico.

1. American actions in the settlement of the

Yom Kippur War of 1973 resulted in

* 1. an oil embargo against the United States by the Arab nations.
  2. censure of the United States by the United Nations.
  3. the withdrawal of Israeli troops from Jordan.
  4. the closing of the Suez Canal.
  5. the collapse of the Soviet Union.

1. Shays’s Rebellion was provoked by

A. fear that the Articles of Confederation had created too strong a national government for the United States.

B. efforts by wealthy merchants to replace the Articles of Confederation with a new constitution.

C. a quarrel over the boundary between Massachusetts and Vermont.

D. foreclosures on the mortgages of backcountry farmers.

E. the government’s failure to pay bonuses to Revolutionary War veterans.

1. were corrupt.
2. should derive their authority from popular consent.
3. should be part of a “natural” aristocracy.
4. need not to listen to the voice of the uneducated
5. should not be paid for their service.
6. The War of 1812 was one of the worst-fought wars in American history for all of the following reasons *except* that

A. there was no militia to draw on to supplement the regular army.

B. disunity was widespread.

C. only a zealous minority supported the war.

D. the army was scandalously inadequate.

E. the militia was poorly trained.

1. Some southern slaves gained their

freedom as a result of

A. the prohibition of the Atlantic slave trade after 1807.

B. purchase by northern abolitionists.

C. fleeing to mountain hideaways.

D. purchasing their way out of slavery.

E. the objection to slaveholding by some white women.

1. Slavery was legally abolished in the

United States by the

A. Union victory over the Confederates at Gettysburg.

B. surrender terms of Robert E. Lee to Ulysses S. Grant at Appomattox.

C. Emancipation Proclamation.

D. statutes of the individual states.

E. Thirteenth Amendment to the Constitution.

1. The buffalo were nearly exterminated

A. as a result of being overhunted by the

Indians.

B. by the trains racing across the Great

Plains.

C. when their meat became valued in

eastern markets.

D. by disease.

E. through wholesale butchery by

whites.

1. Progressivism
2. supported many reforms advocated by feminists.
3. offered little to the ever-growing women’s movement.
4. supported only the demand for woman suffrage.
5. followed examples set by women’s reform movements in Europe.
6. reflected the views of working-class women.
7. What happened to the New Deal during

World War II?

1. since wartime spending brought recovery, neither Roosevelt nor Congress thought the New Deal was needed anymore.
2. an anti-New Deal coalition moved to end many New Deal programs, and the president adapted to the new political movement.
3. although cloaked in wartime labels, several additional New Deal-style agencies were in fact created to provide relief, reform, and recovery.
4. it was hijacked by radicals who pushed the country into communism.
5. all of the above.
6. “Reaganomics” was based upon which

of the following theories?

* 1. Cutting taxes would stimulate investment which would in turn increase employment and tax revenue.
  2. Government must “prime” the economic pump by large expenditures in order to produce prosperity.
  3. The United States was an undertaxed country where taxes must be increased substantially and the money spent on public needs.
  4. The government must institute wage and price controls in order to control inflation.
  5. The government must turn to tight controls on the money supply in order to cut inflation.

1. The Era of Good Feelings

A. was characterized by the absence of any serious problems.

B. was noted for cooperation between the Democratic and Republican parties.

C. marked a temporary end to sectionalism.

D. was a troubled period.

E. saw the start of the Whig party.

1. John Tyler joined the Whig party

because he

A. thought that it was the easiest way to become president.

B. could not stomach the dictatorial tactics of Andrew Jackson.

C. was forced to resign from the Senate.

D. believed in its pro-bank position.

E. believed it better represented Virginia’s interests.

1. In his 10 percent plan for

Reconstruction, President Lincoln

promised

A. rapid readmission of Southern states into the Union.

B. former slaves the right to vote.

C. the restoration of the planter aristocracy to political power.

D. severe punishment of Southern political and military leaders.

E. a plan to allow 10 percent of blacks to vote.

1. By the 1890s, the United States was

bursting with a new sense of power

generated by an increase in

A. population.

B. wealth.

C. industrial production.

D. all of the above.

E. none of the above.

1. The two key goals pursued by

progressives were to curb the threats

posed by \_ on the one hand and

\_ on the other.

1. New Immigrants; blacks
2. feminists; patriarchal males
3. the social gospel; the gospel of wealth
4. the Old Guard; muckrakers
5. trusts; socialists
6. Which of the following was the MAJOR

reason President Truman used to justify

his decision to drop the atomic bomb on

Hiroshima in August 1945?

* 1. He felt it would shorten the war and eliminate the need for an invasion of Japan.
  2. He wanted to send a strong warning message to the Russians to watch their step in the Pacific after Japan was defeated.
  3. He believed it would be an appropriate revenge for the Japanese attack on Pearl Harbor.
  4. He felt it would end up by saving Japanese civilian lives, when compared to the casualties expected from an invasion of Japan.
  5. Once the bomb was completed, Truman felt he had to use it in order to justify the huge investments in time, resources, scientific expertise, and expense involved in developing it.

1. The costly and highly criticized Reagan

program known as the Strategic Defense

Initiative (“Star Wars”) proposed to

* 1. arm the Contras in order to bring down the Sandinista regime.
  2. create a defensive missile system in space to shield the U.S. from any foreign missile attack.
  3. place Marines in the Middle East in order to defend access to Middle East oil.
  4. move beyond limiting the growth of nuclear weapons to negotiating actual reductions.
  5. rebuild the European economy by increasing military spending.

1. The Russo-American Treaty of 1824 fixed the southernmost limits of Russian occupation of North America at

A. 54° 40′.

B. 36° 30′.

C. the forty-second parallel.

D. the forty-ninth parallel.

E. the fifty-first parallel.

1. In the 1840s, the view that God had

ordained the growth of an American

nation stretching across North America

was called

A. continentalism.

B. isolationism.

C. anglophobia.

D. Divine Mandate.

E. Manifest Destiny

1. The main purpose of the Black Codes

was to

A. guarantee freedom for the blacks.

B. ensure a stable labor supply.

C. allow blacks to marry.

D. prevent blacks from becoming sharecroppers.

E. create a system of justice for ex-slaves.

1. The battleship *Maine* was sent to Cuba to

A. start a war with Spain.

B. protect and evacuate American

citizens.

C. show U.S. support for Spain.

D. stop rioting by the Spanish.

E. demonstrate American power to

Spain.

1. Before he was elected president in 1912,

Woodrow Wilson had been a

1. Presbyterian minister.
2. state governor.
3. successful businessman.
4. Progressive Republican.
5. United States Senator.
6. The Marshall Plan could be understood

as part of an American desire to

* 1. make communism less appealing to Europeans by creating economic prosperity.
  2. assemble a military alliance against the Soviet Union.
  3. maintain Western Europe in a state of permanent economic dependence on the United States.
  4. permanently eliminate the possibility of a threat from an industrialized Germany.
  5. end the nation’s postwar depression by creating viable economic competitors in Europe.

1. In the 1985 case of *County of Oneida v.*

*Oneida Indian Nation*, the Supreme

Court's decision raised the possibility

that

* 1. social discrimination against Native Americans might be outlawed by Congress.
  2. native Americans might gain full civil rights under the Constitution.
  3. tribal laws might gain full legal sanction within reservations.
  4. native Americans might reclaim land lost when the federal government violated old treaties.
  5. abortions could be allowed within Native American Reservations.

1. The Monroe Doctrine was

A. a striking new departure in American foreign policy.

B. quickly codified into international law.

C. a binding pledge on each subsequent presidential administration.

D. an expression of the illusion of deepening American isolationism from world affairs.

E. a commitment by the United States to internationalism.

1. The Free Soldiers argued that slavery

A. was unsuited to the West.

B. would cause more costly wage labor to wither away.

C. would, through its profits, enable small farmers to buy more land.

D. should be gradually abolished.

E. all of the above.

1. The incident that caused the clash

between Congress and President

Johnson to explode into the open was

A. passage of the Thirteenth Amendment.

B. the creation of the sharecropping system.

C. the attempt to pass the Fourteenth Amendment.

D. the South’s regaining control of the Senate.

E. Johnson’s veto of the bill to extend the Freedmen’s Bureau.

1. The battleship *Maine* was sunk by

A. the Spanish.

B. an explosion on the ship.

C. Cuban rebels.

D. reporters working for William

Randolph Hearst.

E. a mine planted by pro-Cuban

Americans.

1. Teddy Roosevelt’s NewNationalism
2. pinned its economic faith on competition.
3. opposed consolidation of labor unions.
4. favored the free functioning of unregulated and unmonopolized markets.
5. supported a broad program of social welfare.
6. favored state rather than federal government activism.
7. The “G.I. Bill of Rights” refers to
   1. an amendment to the Constitution adopted shortly after the end of World War II.
   2. rights of veterans affirmed by the Supreme Court in a series of post-war decisions.
   3. legislation passed by Congress pertaining to education, unemployment compensation, loans for home building, and provisions for medical care of veterans.
   4. guarantees for employment of veterans in federal government departments and agencies.
   5. a military policy that allows for more benefits to those who remain in the military for their entire lives.
8. The Women’s Strike of 1970 and the

women’s movement of the 1970s

centered on three central demands.

Which of the following was NOT one of

the three?

1. the removal of the “glass ceiling” in 20% of all corporate management positions.
2. equality for women in employment and education.
3. child care centers throughout the nation.
4. women’s control over their bodies, including the right to abortion.
5. A and C

#### END OF SECTION I

UNITED STATES HISTORY  
SECTION II

Part A

**(Suggested writing time – 45 minutes)**

**Directions:** The following question requires you to construct a coherent essay that integrates your interpretation of Documents (A-I) and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. The 1950s were a time of social change within the United States. Ranging from black rights to pop culture, the nation had undergone a radical political as well as social transformation. Changes that had begun to form during this time period would eventually lead to the cultural decade, or the “Swinging Sixties” where questions of racism and sexism would arise and expand to later decades. What changes within the U.S. in the 1950s dramatically changed America’s standard of living? What issues, innovations, technologies, and so on were introduced during this period, and how did these contribute to setting a foundation within American history?

**Document A**

|  |  |  |
| --- | --- | --- |
| |  | | --- | |  | | "Probably no case ever to come before the nation’s highest tribunal affected more directly the minds, hearts, and daily lives of so many Americans…the decision marked the turning point in the nation’s willingness to face the consequences of centuries of racial discrimination.”¹  On May 17, 1954, the U.S. Supreme Court proclaimed that “in the field of public education ‘separate but equal’ has no place.” This historic ruling in*Brown v. Board of Education of Topeka* overturned the Court’s 1896*Plessy v. Ferguson* decision that had sanctioned racial segregation. The landmark case marked the culmination of a decades-long legal battle waged by the National Association for the Advancement of Colored People (NAACP) and residents of several communities.  Although people often associate the case with Linda Brown, a young girl whose parents sued so that she could attend an all-white school, *Brown v. Board* actually consisted of five separate cases.² Originating in four states and the District of Columbia, all began as grassroots efforts to either enroll black students in all-white schools or obtain improved facilities for black students. By the fall of 1952, the Supreme Court had accepted the cases independently on appeal and decided to hear arguments collectively. None of these cases would have been possible without individuals who were courageous enough to take a stand against the inequalities of segregation. Today, several of the schools represented in *Brown v. Board of Education* stand as poignant reminders of the struggle to abolish segregation in public education.  *¹ Richard Kluger,*Simple Justice*(New York: Vintage Books, 1977), x*. ² Brown v. Board*consolidated separate cases from four states. A fifth public school segregation case from Washington, DC was considered in the context of*Brown,*but resulted in a separate opinion. References to*Brown*in this lesson plan collectively refer to all five cases.*  "Brown v. Board: Five Communities That Changed America." *National Park Service Discover History Cultural Resources*. Web. <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/121brown/>. | |

Document B

**An average of 196,425 vehicles per day roll over this section of the Capital Beltway, shown in the mid-1960s. (This statistic is from traffic counts in 1994).**

"Together, the united forces of our communication and transportation systems are dynamic elements in the very name we bear - United States. Without them, we would be a mere alliance of many separate parts."

[**President Dwight D. Eisenhower**](http://www.fhwa.dot.gov/publications/publicroads/96summer/p96su10b.cfm#50)**, Feb. 22, 1955** By the late 1930s, the pressure for construction of transcontinental superhighways was building. It even reached the White House, where President Franklin D. Roosevelt repeatedly expressed interest in construction of a network of toll superhighways as a way of providing more jobs for people out of work.

He thought three east-west and three north south routes would be sufficient. Congress, too, decided to explore the concept. The Federal-Aid Highway Act of 1938 directed the chief of the Bureau of Public Roads (BPR) to study the feasibility of a six route toll network. The resultant two-part report, Toll Roads and Free Roads, was based on the statewide highway planning surveys and analysis.

Part I of the report asserted that the amount of transcontinental traffic was insufficient to support a network of toll superhighways. Some routes could be self-supporting as toll roads, but most highways in a national toll network would not. Part II, "A Master Plan for Free Highway Development," recommended a 43,000-kilometer (km) nontoll interregional highway network. The interregional highways would follow existing roads wherever possible (thereby preserving the investment in earlier stages of improvement). More than two lanes of traffic would be provided where traffic exceeds 2,000 vehicles per day, while access would be limited where entering vehicles would harm the freedom of movement of the main stream of traffic…

## *Excerpt from “Federal-Aid Highway Act of 1956: Creating the Interstate System”*

Weingroff, Richard F. "Federal-Aid Highway Act of 1956: Creating the Interstate

System."*U.S. Department of Transportation*. Web.

<http://www.fhwa.dot.gov/publications/publicroads/96summer/p96su10.cfm>.

Document C

"Interstate" by James Griffin

Between the passions of cities

and pale towns

lie unrequited distances

empty stretches

of unnamed landscape

curving and lifting

in a sleep of light

where the soul travels

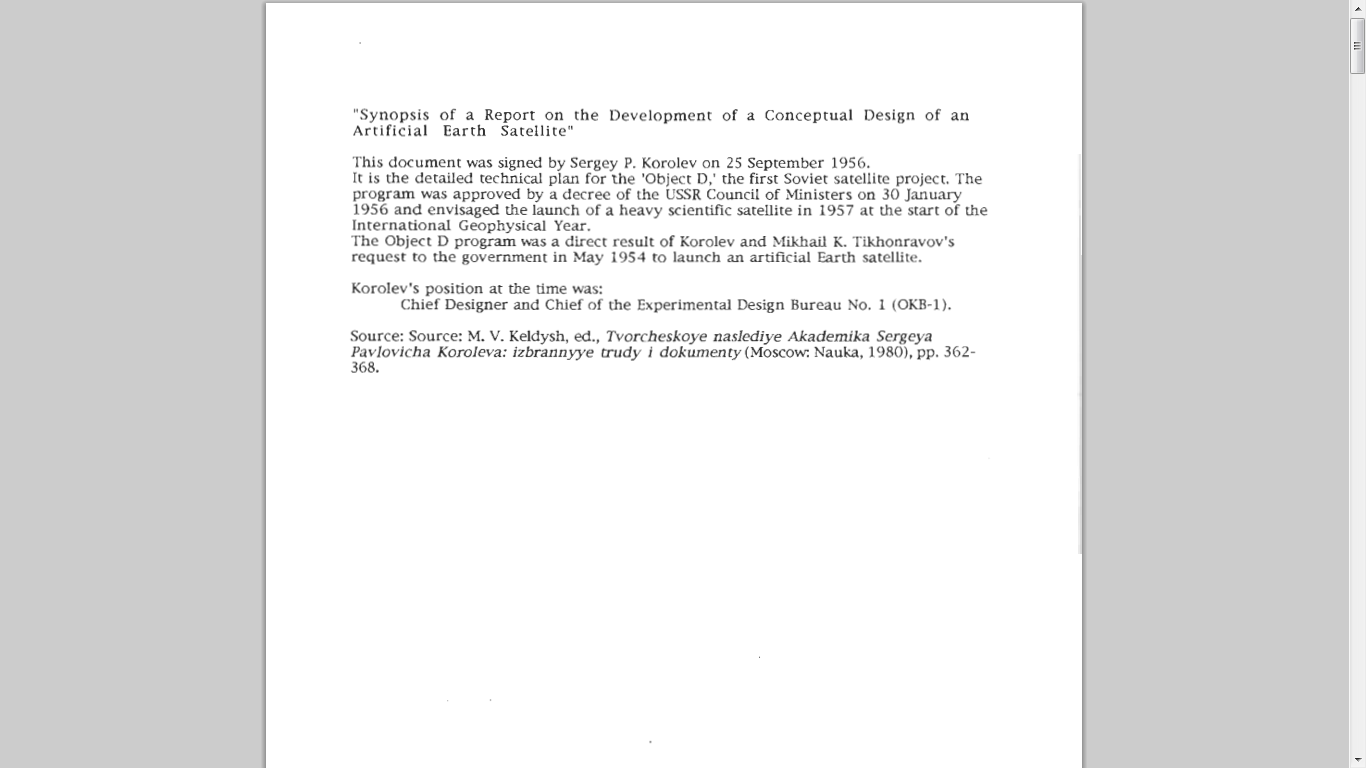
far out into wide

fields and wilderness.

## Poem excerpt from “Poetry of the Open Road”

Broberg, Tamara. "Poetry of the Open Road." *U.S. Department of Transportation*. Web. <http://www.fhwa.dot.gov/publications/publicroads/96summer/p96su20.cfm>.

Document D



"Sputnik: 50 Years of Spaceflight Documents." *The Curve of the Moon*. Web.

<http://www.benandjenniferlevasseur.com/SputnikDocuments.html>.

Document E

**Q:** During the Fifties, how important was Elvis?

**BRAGA:** Elvis was a very big influence to a girl of my age, in the mid- to late-Fifties. First of all he was raunchy and the church had banned most of his music. We were told how vile it was and it was sinful and we shouldn't listen to it and, of course, that made it all the more attractive. I mean my mother had had Frank Sinatra and he was respectable and quiet and here this guy came along, shaking everything he had and singing music that got you going. It was almost primal in a sense. More than the music, I think he was what you wished you could be. He was up there wiggling and shaking and singing and you knew if you acted like that your mother would have sent you to your room for two weeks, so you didn't dare. Elvis was a huge influence. I think he was indicative of that wild, free kind of nature. I think he, more than any one person, kind of said what the decade was all about.

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**Q:** Do you remember the first television you had and the effect that that had on you?

**BRAGA:** I can remember my parents buying their first ever television. They were living in Brooklyn, New York, and it was a very tight neighborhood. No one else in our immediate neighborhood had a television and of course everybody wanted to come and see it. It was this tiny, little 12- or 13-inch screen; it looked like a postage stamp by today's standards. My mother couldn't fit the whole neighborhood in, so she divided neighbors into groups, and certain people came round on Tuesday night to watch Lucy and some people came on Wednesday nights to watch Milton Berle. I can remember people crowding into the living room -- we were dumbfounded. Kids would sit on the floor and you hung on every word that came out of that box.

**Q:** Did the commercials on television affect you?

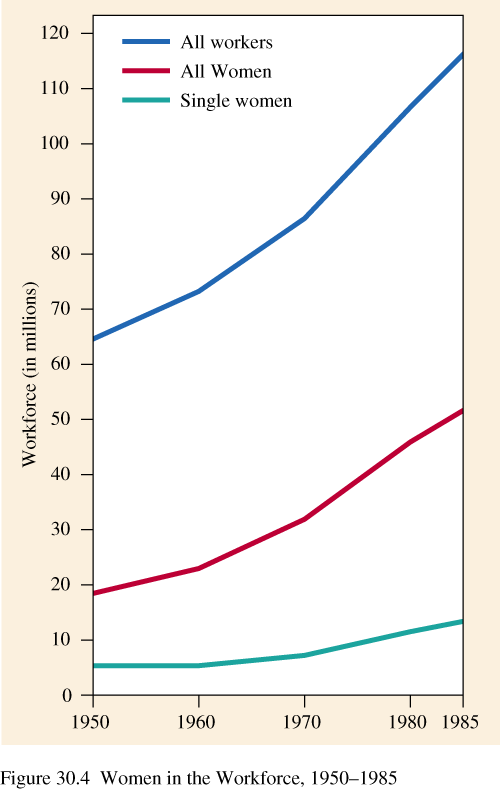
**BRAGA:** Not so much when I was a kid, but I would say when I was a young, married woman. I think that is when the commercial itself actually meant more to me than all these products they were talking about. Everything was brand-new and of course they depicted all these lovely women... they were all so beautiful, hawking these products. They made you feel that if you brought this product, even though it was a floor-cleaning product, you were going to turn into this wonderful creature... I think we were very gullible and we bought into it because of the newness of it. It was something that was thrown at you for the first time and they sold it to you, they sold it in a lot of different ways.

Excerpt from “Interview with Georgette Braga, U.S. Citizen, New Jersey”

"Interview with Georgette Braga U.S. Citizen, New Jersey." PBS. Web.

<http://www.pbs.org/wgbh/peoplescentury/episodes/boomtime/bragatranscript.html>.

Document F



<<http://occawlonline.pearsoned.com/bookbind/pubbooks/martin_awl/medialib/download/MARTFIG304.gif>>.

Document G



<<http://www.flickriver.com/photos/christianmontone/4147127258/>>.

Document H



Rosa Parks on the Montgomery Bus

<<http://www.fasttrackteaching.com/burns/Unit_13_Civil_Rights/Rosa_Parks_on_bus_1956_dbNYWTSloc_sa.gif>>.

Document I

**Selected Writings of Eleanor Roosevelt**

63. He did not know Negroes as individuals and as friends as well as I did. He was not able

to get about easily. But I had the opportunity to do so and I made friends. I was never

asked by him not to do anything I wanted to do with them or for them. Franklin had such

a deep sense of justice and an over-riding wish to see all Americans treated as equals that

he never prevented me from taking any stand even though I sometimes worried if my

actions in regards to my friends would harm his campaigns.

64. I also think that we were privileged to start something in Washington that will be

continued: the acceptance of Negroes as social equals and as friends.

65. In a way I feel that it is harder for a Negro to become friends with a white person than for

a white person to accept a Negro friend. In the past the Negro has been hurt much more

and sometimes he has become bitter and hesitant.

66. Mrs. Bethune is not bitter however, or is Mrs. Sampson hesitant. There is great fear

among some people about the development of social equality but I believe it can be

achieved. Friendships can be lasting and valuable.

67. Sometimes my Negro friends praise me because they think I have sacrificed too much for

them. There have been no great sacrifices because all friendships are rewarding.

68. When more whites and Negroes become friends and lose whatever self-consciousness

they started out with, we shall have a much happier world.

*Excerpt from “Some of My Best Friends Are Negro”*

Roosevelt, Eleanor. “Some of my Best Friends Are Negro.” *New Deal Network*. Ebony, Feb. 1953. Web.

<<http://newdeal.feri.org/er/er09.htm>>.

END OF DOCUMENTS FOR QUESTION 1

UNITED STATES HISTORY  
SECTION II

##### Part B and Part C

**(Suggested total planning and writing time – 70 minutes)**

**Percent of Section II score – 55**

Part B

**Directions:** Choose ONE question from this part. You are advised to spend 5 minutes planning and 30 minutes writing your answer. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. Although the power of the national government increased during the early republic, this development often faced serious opposition. Compare the motives and effectiveness of those opposed to the growing power of the national government in TWO of the following:
   * Whiskey Rebellion (1794)
   * Virginia and Kentucky Resolutions (1798-1799)
   * Hartford Convention (1814-1815)
   * Nullification Crisis (1832-1833)
2. Why was the Whig Party created and what was their belief(s)?

Part C

**Directions:** Choose ONE question from this part. You are advised to spend 5 minutes planning and 30 minutes writing your answer. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. How and why did the lives and status of Northern middle-class women change between 1776 and 1876?
2. In 1945 Winston Churchill said that the United States stood at the summit of the world.

Discuss the developments in the thirty years following Churchill’s speech which called the global preeminence of the United States into question.

**END OF EXAMINATION**